

BERKELEY INTERMEDIATE

777 Stoney Landing Rd.
Moncks Corner, SC 29461

GRADES 3-5 Elementary School

ENROLLMENT 737 Students

PRINCIPAL Madelin J. Gibson-Guy 843-899-8870

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-871-3409

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	46	44	2	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No

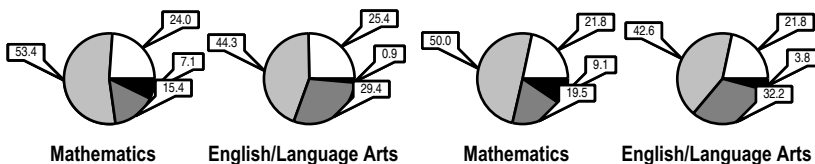
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	752	99.9	25.3	44.3	29.5	0.9	44.8	Yes	Yes
Gender									
Male	365	99.7	32.4	43.8	23.8	0.0	37.1		
Female	387	100.0	18.7	44.8	34.8	1.7	52.1		
Racial/Ethnic Group									
White	417	100.0	15.7	46.1	36.9	1.3	55.2	Yes	Yes
African-American	313	99.7	36.3	42.6	20.8	0.3	31.5	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	19	100.0	57.9	36.8	5.3	0.0	26.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	646	100.0	20.0	45.4	33.6	1.0	50.4		
Disabled	106	99.1	57.0	38.0	5.0	0.0	11.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	752	99.9	25.3	44.3	29.5	0.9	44.8		
English Proficiency									
Limited English Proficient	16	100.0	62.5	37.5	0.0	0.0	18.8	I/S	I/S
Non-Limited English Proficient	736	99.9	24.5	44.5	30.2	0.9	45.4		
Socio-Economic Status									
Subsidized meals	477	99.8	31.5	44.7	23.3	0.5	35.6	Yes	Yes
Full-pay meals	275	100.0	14.9	43.7	39.8	1.5	60.2		

Mathematics - State Performance Objective = 15.5%									
All Students	752	100.0	24.0	53.4	15.4	7.1	39.4	Yes	Yes
Gender									
Male	365	100.0	25.5	51.3	14.4	8.8	36.7		
Female	387	100.0	22.6	55.4	16.4	5.6	42.1		
Racial/Ethnic Group									
White	417	100.0	12.9	54.6	21.9	10.6	50.0	Yes	Yes
African-American	313	100.0	36.2	53.1	7.6	3.1	27.2	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	19	100.0	63.2	31.6	5.3	0.0	10.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	646	100.0	19.7	54.4	17.7	8.2	43.7		
Disabled	106	100.0	49.5	47.5	2.0	1.0	13.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	752	100.0	24.0	53.4	15.4	7.1	39.4		
English Proficiency									
Limited English Proficient	16	100.0	75.0	18.8	6.3	0.0	6.3	I/S	I/S
Non-Limited English Proficient	736	100.0	22.8	54.2	15.6	7.3	40.2		
Socio-Economic Status									
Subsidized meals	477	100.0	31.2	53.8	11.2	3.9	31.0	Yes	Yes
Full-pay meals	275	100.0	11.9	52.9	22.6	12.6	53.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	256	99.6	29.6	40.4	28.8	1.3	30.0
	Grade 4	241	99.6	21.5	51.1	26.0	1.3	27.4
	Grade 5	266	99.6	35.5	50.0	12.8	1.7	14.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	243	100.0	21.5	34.2	43.4	0.9	44.3
	Grade 4	261	99.6	27.1	44.3	27.1	1.6	28.6
	Grade 5	248	100.0	27.0	56.1	16.5	0.4	16.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	256	100.0	24.9	53.5	17.8	3.7	21.6
	Grade 4	241	100.0	17.9	46.9	18.8	16.5	35.3
	Grade 5	266	100.0	27.2	55.6	13.2	4.1	17.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	243	100.0	23.2	60.1	14.0	2.6	16.7
	Grade 4	261	100.0	24.2	50.4	16.8	8.6	25.4
	Grade 5	248	100.0	26.2	50.2	14.3	9.3	23.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 737)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	3.5%	Up from 3.0%	2.9%	2.7%
Attendance rate	96.7%	Up from 96.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%		3.7%	3.5%
Eligible for gifted and talented	11.3%	Down from 12.7%	12.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.8%	Up from 8.1%	9.4%	8.2%
Older than usual for grade	2.4%	Up from 1.9%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	50.0%	Up from 42.9%	48.4%	51.4%
Continuing contract teachers	90.0%	Up from 88.1%	89.5%	87.5%
Highly qualified teachers**	100.0%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	82.7%	Up from 79.4%	86.5%	86.7%
Teacher attendance rate	96.1%	Up from 94.8%	94.4%	94.9%
Average teacher salary	\$38,422	Up 1.8%	\$40,252	\$40,760
Prof. development days/teacher	5.0 days	Down from 11.4 days	12.5 days	12.4 days

School				
Principal's years at school	9.0	Up from 7.0	3.5	4.0
Student-teacher ratio in core subjects	24.9 to 1	Up from 23.6 to 1	19.0 to 1	18.9 to 1
Prime instructional time	91.8%	Up from 89.8%	89.4%	90.0%
Dollars spent per pupil*	\$5,076	Down 7.5%	\$5,738	\$6,044
Percent of expenditures for teacher salaries*	60.6%	Up from 58.0%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 98.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Berkeley Intermediate School is a public, elementary school built in 1995 serving 755 students in grades 3, 4, and 5. The school is a part of the Accelerated Schools Network that embraces the philosophy of teaching each child as if he is gifted and incorporates parents, staff, and the community in its decision-making process. The student population is comprised of 56% White, 40% Black, and 4% other ethnic groups. The school qualifies for Title 1 based on 64.8% of the students being eligible for free and reduced lunch.

Students performing below grade level are identified each year, and an Academic Assistance Plan is created by teachers and parents together to improve student achievement in Language Arts, Math, Science, and Social Studies. The school provides computer-assisted instruction and daytime and after-school tutoring in math and reading to students identified as needing additional interventions for improvement. The curriculum incorporates SOAR to Success, 6 + 1 Writing, and the Cunningham 4-Block Literacy Model to improve English/Language Arts; to improve math, Every Day Math, Terrific Six, Problem Solver, and Shape Bait are used. MAPs assessment provided teachers feedback to plan for remediation and/or acceleration of student learning.

The school has implemented its school improvement goals through the school-wide Accelerated Reading Program, Math Buddy Program sponsored by business partners, Santee Cooper and Berkeley Electric Cooperative, weekly family reading night, weekly math project for parent involvement, FUNdamental Math, Reading, Science and Social Studies Night for the family, service learning projects, career day, a walking wellness program, community and parent volunteers, School-to-Work activities, and computer literacy and ESL classes for parents. Safe Schools Grants have provided the school with a Safety Resource Officer and a school-based Mental Health Counselor.

Even though our students continue to improve, test scores indicate 29% are below basic in English Language Arts and 23% are below basic in Math. The School Advisory Board, parents, and staff recognize the need for continued improvement and endorse making the improvement of writing our focus for the year.

Madelin J. Gibson-Guy, Principal
Dianne Benton, Chair, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	205	92
Percent satisfied with learning environment	82.1%	90.7%	77.8%
Percent satisfied with social and physical environment	92.7%	89.4%	89.0%
Percent satisfied with home-school relations	65.9%	90.5%	66.3%

*Only students at the highest elementary school grade level at this school and their parents were included.